PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

APR 6 1926

Journal of EDUCATION

BOSTON, MASS.
Vol. CIII, No. 13

April 1, 1926

TEN CENTS A COPY
BY THE YEAR, $3.00

JUST PUBLISHED

Howe's Farm Economics

FRANK WILLIAM HOWE, M. S., D. Agr.
Formerly, Professor of Farm Economics, Syracuse University
221 pages Illustrated Price, $1.20

THE fourth volume of a series of books on agriculture, which presents simply and clearly the fundamental principles underlying successful farming—the business of running a farm in such a manner as to make it pay. It includes questions of farm income and profits; farm records and accounts; prices and marketing of farm products; farm labor and supervision; soils, crops, live stock, and farm machinery; representative types and systems of farming; farm ownership and tenancy; and the desirability of farming as compared with other kinds of business.

THE COMPLETE AGRICULTURAL SERIES

Edited *by* KIRK LESTER HATCH, B. S.,
Professor of Agricultural Education,
University of Wisconsin, Madison

EVERYDAY CHEMISTRY
By ALFRED VIVIAN, Dean of the Chemistry of Agriculture, *Ohio State University*. Cloth, 12mo, 560 pages, illustrated. $1.64

PLANT PRODUCTION
By RANSOM A. MOORE, Professor of Agronomy, *University of Wisconsin*, and CHARLES P. HALLIGAN, B. S., Professor of Landscape Gardening, *Michigan Agricultural College, East Lansing*. 12mo, 428 pages, illustrated. $1.44

ANIMAL HUSBANDRY
By JOHN L. TORMEY, B. S. A. Assistant Professor of Animal Husbandry, *University of Wisconsin*, and ROLLA C. LAWRY, B. S. A., Cloth, 12mo, 351 pages, illustrated. $1.40

FARM ECONOMICS
By FRANK WILLIAM HOWE, M. S., D. Agr., Professor of Farm Economics, *Syracuse University*. Cloth, 12mo, 221 pages, illustrated. $1.20

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta

THE McCALL SPELLER

A Speller with a Score Card

THERE IS A CARD FOR EACH GRADE. The pupil keeps his own record on the Record Card which shows his score for the initial spelling on Monday and his spelling after instruction on Friday.

The degree of difficulty for each word has been determined. The norm for each grade has been established and is shown graphically on the face of each Score Card. Thus the pupil always has before him the standard score to compare with his own score—and the Score Card is a record of the pupil's standing for the full year. Directions for marking the score card are printed on the back of the Score Card.

"Test and Study Exercises" make *pupil thinking* a basis for studying spelling.

Write for Further Information

LAIDLAW BROTHERS

Educational Publishers

2001 Calumet Ave. CHICAGO

118 East 25th St. NEW YORK

CIVICS OF MY COMMUNITY

A LABORATORY TEXT AND MANUAL IN COMMUNITY CIVICS

By J. Wesley Foote

Principal John Barry Public School, Philadelphia

THIS text and guide for the pupil's own investigation and study of his community life is designed to make the facts and problems of civics vital to the child. The laboratory plan of the book requires the pupil to observe and to think "civically." He seeks facts because he needs them in order to accomplish definite purposes. He is stimulated to self-activity, he acts as a citizen; and he comes to realize that he is learning about matters that affect him personally, that he is a unit in the social structure.

Civics of My Community has evolved from classroom experience and it embodies the best of modern methods in citizenship training. The approach is always from the immediate to the remote; there is provision for socialized recitations, for supervised study, and for projects; and every civic problem is attacked by the pupil through the laboratory method. This laboratory text is issued in four books, each containing material for a semester's work in community civics for intermediate grades.

In four books. Price per book 68 cents

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York

14 Beacon Street, Boston 2126 Prairie Avenue, Chicago

Also Dallas, San Francisco, Portland, and Manila

THE NEW WOOLLEY

WOOLLEY'S HANDBOOK OF COMPOSITION

Revised and Enlarged in 1926 by

FRANKLIN W. SCOTT, Ph.D.

Formerly Chairman of the Department of English in the University of Illinois.

WOOLLEY'S HANDBOOK has been many times imitated but never surpassed. WHAT DOES WOOLLEY SAY? is the standard inquiry for authority in matters of correct English. The handbook is now revised to establish the best current usage. New material and exercises are introduced, a diagrammatic table affording ready reference to all rules is provided, and many rules have been modified and simplified.

Ready April 15th

D. C. HEATH AND COMPANY

Boston New York Chicago Atlanta Dallas San Francisco London

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS, APRIL 1, 1926

EDITORIALS:—

Approach From Two Angles 343
America's First Element 344
The Johnstown Way 344
Pearson to Maryland 344
Edmund Vance Cooke 345
President Rightmire 345
President Beebe of Allegheny College 345

SERVICE AS A LIFE OBJECT 346
By F. B. Pearson

A RECIPE FOR EDUCATION 347
By Edwin Osgood Grover

EQUALIZED ADVANTAGES IN IOWA 348
By May E. Francis

MICHAEL PUPIN'S TRIBUTE TO LINCOLN 350
By O. T. Corson

TEACHING HOW TO LIVE 352
By Frank Chapin Bray

NO MAN'S LAND 354
By Mary McSkimmon

AN OLD-TIME NORMAL SCHOOL 355
By J. M. French, M. D.

ORATORY COMING BACK 356
By Walter Allen Rice

PRE-SCHOOL EDUCATION 357
By Eleanor Touroff Glueck

PERSONAL AND PROFESSIONAL 358
APPRECIATION OF HARRIS 359
WHY BE IGNORANT? 359
UNCLE JOE'S PHILOSOPHY 359
TREND OF THE TIMES 360
EDUCATION IN ACTION 362
THE BOOK TABLE 364
GRINS BETWEEN GRINDS 365

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Approach From Two Angles

COMMENCING with the issue of April 8, the Journal will present two important aids to the solution of character problems.

The first, as announced in our issue of a week ago, is the series of "Character Chats" by Joseph B. Egan, master of the Harvard-Frothingham district, Boston, and editor of the Boston School Committee's monthly publication called "Citizenship Through Character Development." Mr. Egan's daily letter to the boys and girls is read aloud by the teachers in several score of classrooms, and the letter is then thrown open to discussion by the class. Every letter is first of all interesting, and secondly reaches the child where he lives and makes him wish to be better and do better. It is a distinct pleasure to present these remarkable messages for the first time to the schools of America.

The second aid to the solution of character problems will be a series of weekly editorials, written by our editor-in-chief out of his long experience and observation. These editorials will deal with live issues which recent years have made of supreme importance to teachers, principals, superintendents and boards of education. They will be forward-looking. They will deal with problems which must be fearlessly faced by the present generation. The Journal's editor has had an unparalleled opportunity to know educators of every grade and station, and in every part of the country. He has been in touch also with thoughtful men on the outside of education—industrial and commercial leaders, statesmen, authors, specialists, crusaders. The maturest observations and judgments of the editor in all these years are promised for these editorials—and the samples already in hand convince the writer of this announcement that the promise will be fulfilled. The thought of character building will be woven into the fabric

of these editorials. We believe they will inspire and motivate the teaching profession as Mr. Egan's "Character Chats" will the boys and girls who are fortunate enough to be exposed to their warming rays.—A. W. B.

America's First Element

FOR the first time an American has discovered the atom of an element. A professor, a chemist of the University of Illinois, has discovered Number Sixty-one, one of the five missing elements of the ninety-two.

There have been five of the elements missing, Numbers 43, 61, 75, 85, and 87. There has been no question about their existence. Science has been as sure of their existence as of any of the eighty-seven that were known, ranging from hydrogen to radium.

No. 61, discovered by the professor of the University of Illinois, is between No. 60—Neodymium and No. 62—Samarium.

This is the first of the eighty-eight discovered elements that has been discovered in the New World. This is one of the reasons why the discovery is of such importance to Americans.

The Johnstown Way

JOHNSTOWN, Pennsylvania, approached a vote on a bond issue of $1,250,000 under what promised to be most unfavorable conditions.

The Board of School Directors went before the electorate with the slogan: "If the people know, they will rally to the support of the schools." Six years ago the voters by a large majority had approved a bond issue of $2,000,000. This was not enough to complete a comprehensive building program which had been outlined and adopted several years before.

There was opposition. The previous bond issue was not far in the past. Many people who were not aware of the rapidly increasing school population could not understand at first the necessity of a bond issue so soon after the previous one.

There was also another bond issue before the people for an improved ball park and recreation centre. A divided opinion on the merits of this proposition made it doubtful whether it helped or hindered the school bond issue campaign.

Then there was a heated contest on for school directors which complicated matters.

The campaign was organized, and a slogan, "Vote Yes for School Bonds," became a household word. The story of the needs of the children was broadcast in a dozen different ways. It reached every home and every voter.

Mass meeting of all teachers. Organization of citizens committee of 300 by wards and districts. Preparation of daily memorandum to an eight hundred mailing list outlining systematically the reasons for the bond issue.

Original bond issue songs such as: "Vote, vote, vote for bonds," tune of "Row, row, row your boat." This and other songs were used in the schools and in all evening meetings in the interests of the bond issue where choruses of several hundred children's voices rendered a musical program.

Slogans, rhymes, etc., with contests in the schools.

Carefully prepared daily paid newspaper advertising from one-eighth to one-quarter page in both papers. Three to five readers on the local news sheet of both daily papers: "Vote 'Yes' for School Bonds November 3."

Contests in schools for best four-minute speeches (boys and girls) on the school bond issue.

Slides shown between pictures in all "movies" each evening: Vote for School Bonds.

Community meetings, music and entertainment by the schools, addresses by members of the Board of Education and leading citizens.

Prepared newspaper publicity for every community meeting.

Pictures and feature articles descriptive of all undesirable school situations.

Four-minute speeches between shows in the theatres and "movies."

Display float, "There was an old woman who lived in a shoe," for the Hallowe'en celebration.

Monster school children parades just ahead of election day.

Bill board poster advertising.

Automobile banners.

Hand bills and dodgers several times during campaign sent home by the children.

Special Bond Issue number of the Grade School and Evening School papers.

Two special numbers of the "Garfieldian" of the Garfield Junior High School.

Approval of the bond issue by the clubs and various civic and social organizations of the city.

Pearson to Maryland

DR. RAYMOND A. PEARSON goes from the presidency of the State Agricultural College of Ames, Iowa, to the presidency of the State University of Maryland. It is said that he was offered a salary of $15,000 to stay at Ames, but the attractions at College Park,

Maryland, were too alluring. Ames has always been among the leading Federal-aided colleges, and Maryland must have presented unusual attractions.

Edmund Vance Cooke

RADIO and the movies give a new challenge to personal entertainers, and no one survives who has not a personal attraction that cannot be broadcast and cannot be put into a film. Even a football player has incalculable value if the crowd will pay to see him play.

Edmund Vance Cooke holds his place on the platform because of verses that men have carried in their pocketbook and women have pinned beside the mirror.

There are several versifiers who write a poem a day, but Edmund Vance Cooke's "How Did You Die?" has a more fetching power in ticket selling than ten thousand verses which are merely glanced at by commuters. He has written several spellbinders which have appealed to teachers for a quarter of a century and have as compelling a grip today as they have ever had.

Edmund Vance Cooke produces some new strain of verse every year or two, creating new thousands of readers who are not satisfied to hear it broadcast, who would not be satisfied to see him filmed, but will buy tickets for the family that they may see his fascinating personality and hear his inimitable rendering of verses which no one else could have created.

From James Whitcomb Riley and Eugene Field to Will Carleton and Sam Walter Foss there has been no more distinct creator of a popular strain of verse for men and women, for teacher and pupil, than Edmund Vance Cooke, which accounts for the service a program committee renders its patrons when it gives an opportunity to see and hear one of the rare personalities of yesterday, today, and tomorrow.

President Rightmire

GEORGE W. RIGHTMIRE is elected president of Ohio State University, which appears to make Columbus very happy. Many eminent university presidents thought they were being considered, and the university world at large had not thought that the election of the acting president was likely to occur, but now that the unexpected has happened every one says that nothing else was ever thought of.

The election was genuinely unanimous, and heartily unanimous. Everything has been coming his way during the five months that he has been acting president.

He was in no sense an aspirant for the office, and his solution of one problem after another was dictated by supreme common sense and not by "good politics." With each problem's solution he went nearer the head of the list until when the time came for a choice no one else could be thought of. It was a case without a parallel in American University experience, and President George W. Rightmire looms large among university presidents at once.

President Beebe of Allegheny College

THE selection of James A. Beebe, dean of the School of Theology of Boston University for several years, as president of Allegheny College, Meadville, Pennsylvania, gives especial satisfaction to the Methodist Church people of Pennsylvania, Ohio, and Western New York. Several prominent school men had been under consideration, which added to the general professionall interest in the choice. Dr. Beebe has accomplished much for the School of Theology of Boston University, adding greatly to the scholastic standards of the School of Theology.

THE National Association of Teachers' Agencies had an unusually successful meeting at Washington with an excellent program. Superintendent John H. Beveridge of Omaha made a notable address. The new officers are: President, C. Wilbur Cary, Hartford, Conn.; vice-president, B. F. Clark, Chicago, Ill.; secretary-treasurer, W. H. Jones, Columbia, S.C.; executive committee, T. H. Armstrong, Rochester, N.Y.; T. W. White, Boston, Mass.; H. A. Mitchell, Des Moines, Ia.; M. A. Bryant, Philadelphia, Pa.

THE "Cassie M. Barrows School," Revere, Mass., is named for an elementary school principal. She had been in the school service of the city for half a century, and a school in which she had never taught was named for her. Few cities have thus honored the service of a woman teacher. A politician of a year or two has been much more likely to have his name on a school building than has a faithful teacher of fifty years.

THE students of Antioch College, Yellow Springs, Ohio, voted unanimously to increase their tuition fifty dollars a year.

Service as a Life Objective

BY F. B. PEARSON

Columbus, Ohio

IN the passing of Cardinal Mercier the world lost a true hero. Against the background of the war he looms majestic, sublime. When speaking was needful his voice was clear and strong and his words incisive. When action became necessary his courage faltered not. He was ever actuated and animated by principle, never by policy. And his fame will endure, for such devotion as his cannot be deleted or even obscured by time. He was a great scholar, but he will not be remembered, primarily, for his scholarship. He ranked high in the councils of the church, but he will not be remembered for his ecclesiastical high estate. He will ever shine forth as a star in the night by reason of his service. Wherever there was suffering and sorrow, there he was to soothe and comfort. No one was ever too exalted or too lowly for his beneficent ministrations. He spared not himself if he could ease broken bodies or solace aching hearts. The Good Samaritan was ever his prototype.

In March, 1923, the Edward Bok prize of ten thousand dollars was awarded to Dr. Russell H. Conwell because of his transcendent services to Philadelphia the preceding year. He was then eighty years of age and yet he was acclaimed for his beneficence. At the time of his death in December, 1925, he had delivered his great lecture, "Acres of Diamonds," between six thousand and seven thousand times, and with the proceeds had educated fifteen thousand young people, building Temple University for that purpose. For many years he was the effective pastor of Baptist Temple, and his messages abide as a noble heritage to the communicants. He wrote books; he gave counsel to people of all ages; he was deeply interested in all worthy community enterprises; to all humanity he was a friend. Like the Master he served, "He went about doing good," and wherever he went the fragrant flowers of truth, beauty, charity, good-will, and helpfulness blossomed in his footsteps. His was a life of service and the world crowned him with adoration.

People who are keen for novelty are prone to regard the subject of service as a hackneyed one, and incline to think the term itself is antiquated, if not actually obsolete. But this cannot be so long as life affords opportunities for kindness, sympathy, helpfulness, altruism, beneficence or benevolence. If the millennium should be ushered in tomorrow there would still be scope for reciprocal service, for an interchange of service would give point and potency to millennial impulses. Kindness would be intensified and helpfulness would be sublimated. The Golden Age is not yet, and while it timidly keeps in abeyance there will be no need for service. There is grave danger of a nascent feeling that the need for service came to an end on the day when the Armistice was signed, and that the subsequent rehabilitation and reconstruction mean nothing other than to recoup the losses of the war. When the war was in progress men, women, and children rendered service freely and gladly, but when the war came to an end they seemed to think that they had paid the full score, and were entitled to complete immunity and a perpetual celebration.

So long have the schools been laying emphasis upon financial emoluments as the objective in education that the notion of service has been largely muted and obscured. Such an objective makes a strong appeal to the youth of the land, for they are most susceptible to such an incentive to diligence. Here is a statement, in large type, to the effect that the untrained man will average $1,200 a year, the high school graduate $2,200 a year, and the college graduate $6,000 a year. In the absence of any corroborative evidence of the accuracy of these figures we may assume that they are approximately and, especially, relatively correct. These figures will be copied upon blackboards innumerable, printed in school bulletins, and proclaimed with perfervid eloquence from school rostrums. So, it will come to pass that when the boy is poring over his books, either at school or at home, he will be questing for the end of the rainbow where the pot of gold is to be had. These figures bulk large on his mental horizon, and his diligence is commensurate with his zeal for the ultimate reward. He is working for wages, and regrets that payday must be so long deferred.

If we may trust our psychology we are aware that the motor activities generate the emotion of the ideal which is tantamount to saying that service begets respect, devotion, affection—that the more we do for a person or a cause the more highly do we esteem that person or that cause. The soldier who served in the war has a deeper feeling of patriotism than the civilian who remained at home, and that for the cogent and psychological reason that the soldier has done more for his country than has the civilian. Our mothers

love us more than we can possibly love them because they have done so much for us. This is quite in consonance with the injunction of Christ, "If thine enemy hunger, feed him; if he thirst, give him drink." Then, in due time, we shall cease to regard him as an enemy, for our service to him will generate within us the emotion of a friend. If Labor and Capital could be brought to heed this injunction strikes would be forever eliminated, coal would flow into our bins, and smiles would supplant suffering. If this injunction had been universally heeded there would have been no war.

A little careful thinking will lead even the incredulous to concede that service is a worthy objective in all educational procedure, and, furthermore, that this concept of service can be generated in the mind of each pupil and become ineradicably enmeshed in his consciousness until it has become as much a part of himself as his breathing. A Scout does not need to do any conscious thinking when an opportunity for service presents itself to him, for service has become a habit of life to him, because of his solemn pledge to do at least one good turn each day with no thought or hope of reward. So he helps the lady across the street, carries the old gentleman's bag, rescues the stray kitten from its oppressors, helps the cripple into the car, or stops the runaway horse, and then goes upon his complacent way as if nothing had happened out of the ordinary. Service is an integral part of his life, and he is keen to sense every opportunity to keep his pledge. If all adults could be induced to take this pledge and act upon it instantly and automatically, as does the Scout, service would soon come into its own.

This boy says he is studying arithmetic that he may gain admission to the class in algebra, later on; that he will study algebra that he may study geometry; that he will study geometry that he may be admitted into college; that he is going to college to win his degree that he may then take a course in medical school that he may become a physician, and that he hopes to become a physician that he may—but here we come upon an *impasse*. Here we come to the forks of the road. Is he to become a physician for the sake of the fees, merely, or for service? The answer to this question should have been growing within him all through his school career, and each of his teachers should have been helping him to make ready for this question when the time came for an answer. But during his whole school life it has been dinned into his ears that college graduates receive an average of six thousand dollars a year, with no slightest mention of service. But for the insistence in the schools of the monetary equivalent of education there would be no such coil as this.

Just here there comes to mind the delightful story of the Doctor of the Old School in "Beside the Bonnie Brier Bush," a book altogether full of charm. This story of the old doctor is a classic, and will survive the ravages of time, and that because it depicts the impulses of a big heart, and heart histories do not die. There was a call for help from a woman in distress who lived miles away. The night was dark and stormy, and the mud was deep; but the old doctor did not hesitate nor stand upon the order of his going. Saddling his faithful mare he was soon on his way. The wind blew a gale, buffeting him without pity. The poor beast tried to evade the storm blasts, sidling along to ward off their fury, but the old doctor spoke encouraging words and bade her forward. No hope of a rich fee lured him from his fireside, for the chance of a fee of any size was most remote. His was a mission of service, and that it was which nerved him for the perilous adventure.

It is a vast pity if teachers fail to read this entrancing story to their girls and boys. Had the boy who yearned to become a physician read this story each year in school and college it would have defined for him in clear perspective a major objective in the practice of his profession. The girl who aspires to the work of teaching could read it, also, with great profit, for it would impress upon her mind the big, overmastering fact that service is the great factor in the work of teaching. The prospective nurse would find a perusal of the story most stimulating and inspiring in the way of glorifying service as an aim in life. She will have a thousand opportunities for service, and if service is her goal then all her many efforts to give ease and comfort to her patients, to inject sunshine into their lives will bring her untold and untellable joy and satisfaction. So with the preacher. No one has asked as to the salary of Phillips Brooks, Cardinal Newman, Henry Ward Beecher, T. DeWitt Talmage, or Washington Gladden. Their objective was not salary but service.

A RECIPE FOR EDUCATION

To infinite patience add a little wisdom, carefully strained through profitable experience. Pour in a brimming measure of the milk of human kindness, and season well with the salt of common sense. Boil gently over a friendly fire made of fine enthusiasms, stirring constantly with just discipline. When it has boiled long enough to be thoroughly blended, transfuse it by wise teaching to the eager mind of a restless boy and set away to cool.—Tomorrow he will greet you an educated man. —Edwin Osgood Grover.

Equalized Advantages in Iowa

BY MAY E. FRANCIS

State Superintendent

THE successful business man is accustomed at least once each year, to take stock, to invoice, to balance his books, in short to pause and inquire whither he is going and just how far he has proceeded. So I deem it wise for us, who have charge of the greatest business in all the world, a business that lays the foundations for success in all other forms of business; for us whose work is to prepare the rising generation to conduct the affairs of this great nation both public and private; for us who have charge of the greatest institution in all the world, the American Public Schools, to pause occasionally and inquire where we are going and how far we have proceeded. What is the present status of Iowa's great fundamental institution, the public school system of the state?

Iowa's school system is unique in at least three important particulars.

First. In no other state in the union and in on other country in the world is there a larger measure of local control of schools. The result of this is shown by the people in support of their cherished institution, for Iowa has the lowest percentage of illiteracy of any place in the whole world. While our compulsory attendance law is not one that is ever cited as a model, yet such is the public interest in education that the average daily attendance in Iowa schools places them in the very front rank.

Second. In Iowa the schools are supported wholly by local taxation, the cost of their maintenance being voted locally by the people. Despite this fact it is said that no child in all Iowa lives more than twelve miles from a good high school, and there is an elementary school easily accessible to every child in the state.

Third. Iowa has fewer laws curtailing the power of the people in control of their schools than can be found anywhere else. It has been pointed out jokingly that Iowa's entire school building code consists of but two laws—one forbidding the use of barbed wire in fencing school grounds, and the other requiring the planting of twelve trees around each schoolhouse. No other equal area has as many fine school buildings of all types to meet the varying needs of the schools as has Iowa. Every school was built by a command from the people at the polls from taxes voluntarily voted upon themselves, and not built by order of a centralized power or the gift of paternalistic government. A study of the history of Iowa will disclose the fact that in their selection of the individuals to direct the great public school system of the state, the voters of Iowa and the majority of other states in this union from the very first have exercised quite as much intelligence and wise discrimination as they have in selecting the individuals who were to act as United States Senators, Representatives in Congress, or Governors, or the heads of any of the other several departments of government of our great state.

I have never been able to understand the point of view of those who, while claiming to have implicit confidence in the wisdom of the electorate when choosing all other officers, when it comes to having a voice in the management of the public school system, the one public institution that is nearest and dearest to the voter, wants to remove the control of that institution as far as possible from the influence or control of those whose children it educates, and who pay the taxes for maintaining it.

Iowa is great because of what her public schools have done in the past and are doing today. Her schools are efficient because of popular interest in them and the sacrifices her people have voluntarily made for them. The interest created by having this problem given to the people to solve locally has developed in them a loyalty and support for their public schools that is the admiration of the whole world.

In the matter of our public school system the people of Iowa have builded thoroughly and well. They have developed a loyalty and devotion to public education, and have a correct estimate of the necessity of maintaining their schools; and no matter what storms beat about the ship of state with Iowa people it has always been: "The schools first—other things can wait."

Iowa has 711,000 young people between the ages of five and twenty-one inclusive, of whom 562,000 are enrolled in the public schools and above 75,000 in private and parochial schools of the state. The average daily attendance is 450,000. These pupils attend the four classes of schools provided for them, the 8,700 non-standardized rural schools, the 1,300 standardized rural schools, the 400 consolidated schools and the 600 graded village, town and city schools. The people of Iowa spend the stag-

gering sum of sixty-five million dollars annually in maintaining public institutions of learning. They employ 27,000 teachers, 17,000 of whom work under the direct supervision of the city, town or village superintendent and the ward principals. These officers have no power or authority except such as is delegated to them by their respective boards of education in whom is vested full control of their respective schools.

Of the 1,000 schools maintaining high schools, about 400 are consolidated. These are attended by 81,000 pupils taught by 2,000 grade teachers and 1,700 high school teachers. 1,700 horse busses and 1,000 motor busses are in constant operation transporting this great army of 46,000 pupils.

The enormous expenditure of $1,500,000 per year is required to provide for the transportation of these 46,000 pupils to these schools. The work done in these consolidated schools is as efficient as the work done in the other graded and high schools of the state.

To those communities where geographical conditions and financial resources permit their maintenance, they have proved a very satisfactory solution of the problem of equalizing opportunities and providing additional high school facilities. The movement for consolidation ceased entirely in 1921, and no more organizations have been voted by the people during the last four years. The high cost of maintenance and other inherent difficulties are responsible for the attitude of Iowa voters toward further consolidation.

The rural school problem has taxed the ingenuity and ability of state superintendents from the days of Henry Sabin of revered memory, down to the present time, and it is encouraging to note that our rural schools have progressed and are continuing to progress in a way that admits of comparison with the progress of all other educational institutions.

Iowa, being carved out of the centre of the most productive area to be found in the whole world, and being uniformly productive throughout, furnishes equal opportunities for gaining a livelihood and acquiring a competence everywhere in every part of her 56,000 square miles of area. We have no deserts, no swamps, no bad lands, no cut-over areas, no sand hill regions, no stony stretches nor mountain ranges such as can be found in so many of our other states; and nowhere else in the world is the distribution of wealth so widely diffused.

Iowa is primarily an agricultural state and will always remain so because of being the greatest single productive area in all the world. It leads in the production of the world's greatest single food crop, corn. While the United States produces three-fourths of all the corn raised on the whole earth, Iowa produces one-eighth of the entire total of all the world. In hogs, Iowa produces more than twice as many as any other state, last year having sent to the great packing centres a total of thirteen million seven hundred thousand hogs to supply the world's breakfast bacon and ham. In oats, Iowa has always led the world, and Iowa's great mills send out to the whole world its breakfast food. Examples of Iowa's commanding position in feeding the world could be multiplied indefinitely.

Approximately half the people live in rural communities and the children of this one half of her population will attend rural schools. We have today in Iowa 10,000 of these one-room rural schools attended by a quarter of a million of children, taught by 10,000 rural teachers. Without any disparagement of the valuable features of any other form of organization, we have realized that it is a condition and not a theory that confronts us. These 10,000 schools are furnishing the elementary education to a very large number of the youth. The problem is to make them the very best possible schools of the kind to be found anywhere in the world.

To forward this great work we do not need more legislation—the present statutes are entirely adequate. They already provide four great agencies working in full accord to supply equal opportunities to the children attending rural schools.

The first of these agencies is the direct supervision of Iowa's ninety-nine hard-working, efficient, conscientious, consecrated county superintendents who have these schools in charge. The office of county superintendent is at once one of the most important and most difficult to fill creditably of any of the positions in the whole public school system. During the long winter evenings all over the state county superintendents will be driving on lonely country roads attending meetings of patrons and actively helping all organizations that are working to promote the welfare of the schools under their direct care.

The second agency which is proving to be the greatest forward step ever taken in Iowa for the up-building of her one-room country schools is the enactment of the Evans-Smith law for their standardization. Today there are 1,300 of these 10,000 one-room rural schools that have come up to the requirements of the standardization law. The goal set is to bring this up to a full 100 per cent. of the entire 10,000, to the end that every one-room rural school in Iowa shall be the best possible school of its kind. To do this great work we have devoted the best endeavors of the present administration.

We have constantly proclaimed the truth

that the children from Iowa's farms have always in the past and are at present holding their own with children from the graded city schools as they work in our high schools and in our colleges. We have as constantly insisted that our one-room rural schools shall keep step with the onward march of progress and continue to improve in every possible way.

A third great equalizing opportunity is afforded by the free high school law which guarantees every child holding the county superintendent's certificate of having passed the uniform eighth grade examination, high school tuition at public expense. This with the proximity of a good high school to every rural community in the state guarantees to every child the privileges of a high school education.

Fourth of the great laws which has a far-reaching effect in the betterment of our one-room rural schools is the Normal Training High School Law. Under its provisions 200 high schools of Iowa provide professional training for those high school graduates from whom are recruited the ranks of the rural school teachers.

It is recognized more and more that the effectiveness of any school organization depends almost wholly upon the character of the work done by the classroom teachers. The better the teacher the better the school. It is so apparent that it scarcely needs to be stated that the surest way to insure equal advantages to the child in the rural school is to provide him with an efficient teacher.

It is not the type of school organization; not the kind of brick which is used in the construction of the school building; not necessarily the amount of money spent on physical plant and equipment, but teachers with high ideals, intelligent, well-trained, energetic and sincere in their desire to serve children and youth which make for a better Iowa. Give us then a thoroughly prepared, conscientious army of teachers, consecrated to the great service of public education, and the welfare of the state is secure.

Michael Pupin's Tribute to Lincoln

BY O. T. CORSON

Oxford, Ohio

ON June 16, 1858, Abraham Lincoln was nominated for United States Senator by a resolution passed unanimously by acclamation, and stating that he was the first and only choice of the Republicans of Illinois as the successor of Stephen A. Douglas.

After the routine business of the convention was finished, it adjourned to meet again at eight o'clock in the evening. At this session Lincoln delivered his historic address, in which he made the famous declaration:—

"'A house divided against itself cannot stand.' I believe this government cannot endure permanently, half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing or all the other."

Because of the far-reaching effects of this speech the Circuit Court room of the present County Court House in Springfield, the State House at that time, is today one of the most sacred Lincoln shrines of the nation.

About the time this speech was made, far away across the seas in the little village of Idvor, in the province of Banat, which formerly belonged to Austria-Hungary, but which is now a part of the kingdom of the Serbs, Croats, and Slovenes, Michael Pupin was born.

Early in his life this peasant boy manifested keen intellectual powers together with an intense desire to learn. His mother, who was unschooled in a formal manner, but who possessed unusual native ability, thoroughly sympathized with her son in his longing for an education, and encouraged him in every way possible.

In the estimation of the people of Idvor, Baba Batikin was both a seer and a prophet. He had a phenomenal memory and remarkable powers of description. At the neighborhood meetings, which were held in the long winter evenings, frequently at Michael's home, Baba Batikin and others of the older men would repeat the stirring stories of the past achievements of their race, and thereby keep alive the traditions which had come down from the past. In these stories Prince Marko, the great champion of right and justice, was glorified.

At the time of our Civil War, when Lincoln was directing the national forces in that terrible conflict which threatened the dissolution of the Union, his name, whenever mentioned by Baba Batikin, suggested to the liberty-loving Serbs an "American Prince Marko."

In one of the most interesting autobiographies ever written, entitled "From Immigrant to Inventor," this peasant boy, now Dr. Michael Pupin, professor of electro-mechanics, Columbia University, tells the story of how

under the influence of the ideals represented by Lincoln, the "American Prince Marko," he sold his books, watch, and clothes, including his sheepskin coat and cap, to secure funds to purchase a steerage ticket to New York. Before sailing from Hamburg, March 12, 1874, he mailed a letter to his mother, "telling her in most affectionate terms" that he "had outgrown the school, the teachers, and the educational methods of Prague, and was about to depart for the land of Franklin and Lincoln."

On February 12, 1926, this peasant lad, now the renowned scientist and inventor, known all over the world for his scholarly attainments and for his service to humanity, stood where Abraham Lincoln stood on June 16, 1858, and paid his tribute of admiration and love to the memory of the Great Emancipator, who, in the language of Lloyd George, quoted from his address in Springfield, October 19, 1923, "belongs to mankind in every race, in every clime, and in every age."

As a contributing member of the Lincoln Centennial Association, it was my privilege to hear Dr. Pupin's address, and to attend the great Lincoln banquet in the beautiful new hotel, Abraham Lincoln, February 12, 1926. It is impossible to describe the feelings aroused by such an experience, which was the realization of a desire created by many years of study of the life and work of Lincoln.

The closing paragraphs of Dr. Pupin's address, which will be published in full in the 1926 volume of the Lincoln Centennial Papers, sent to all contributing members, will indicate something of its beautiful spirit:—

"The apostles of Christianity succeeded because Christ was in their heart. Lincoln succeeded because the divine spirit of American idealism was in his heart. The Divine Spirit began to move in Lincoln's heart when, in the backwoods of Indiana and Illinois, he 'was always reading and thinking.' Yes, thinking about the men and events described in the American history and Weems' 'Life of Washington,' which some guardian angel from heaven had placed alongside of the family Bible in his father's barren log cabin; thinking about the American idealism which was proclaimed by every word in Washington's farewell address.

"Clay and Webster taught him how to keep in perpetual communion with that Divine Spirit. When in communion with it he was the solemn, serious, and often melancholy Lincoln; during these moments no ordinary mortals could follow him or influence his thoughts and decisions. This was the immortal Lincoln, dwelling among the immortals, and in whom the immortals dwelt. The plain people who believed in him and in his gospel and accepted his creed followed him with implicit faith, and, like the early Christians, they were ready to lay down their lives for the defence of that creed.

"But I saw that there was another Lincoln, the human, mortal Lincoln, who delighted in ordinary human events of which his life was as full as a beehive of delicious honey gathered from here, there and everywhere in the inexhaustible field of Lincoln's human experience. Stories, jokes, and parables were the delicious honey with which Lincoln tried to sweeten the bitter moments of trial and spiritual suffering.

"The Gettysburg speech gave me a picture of the immortal Lincoln; his stories and parables gave me a picture of the human Lincoln.

"During my college days I often used the ferry from New York to Brooklyn, and watched the progress of the Brooklyn bridge, which was nearing its completion. Two lofty granite piers, one in New York and the other in Brooklyn, were joined to each other by two enormous steel cables. They were the fundamental units of the beautiful structure; everything else was connected to them to form what looked to me like an engineering poem.

"That suggested to my mind a historical structure in which Washington was one imperishable pier and Lincoln the other. Webster and Clay, like two giant cables, joined these two lofty piers to each other to form the fundamental units of the structure called American union. Everything else was connected to it and formed the great poem called American Democracy."

One of the encouraging signs of the times, in the midst of some tendencies which are alarmingly discouraging, is found in the fact that interest in Lincoln's life and work, together with reverence for his character, grows with the years. It seemed to be the universal verdict in Springfield that this year's celebration of his birthday reached high water mark. This was due in a large measure to the revival of interest in Lincoln's life, as he lived it for a quarter of a century in Springfield, created by the renewed activities of the Lincoln Centennial Association, under the direction of a Board of Directors, eleven in number, who are chosen each year at the Lincoln banquet. The president of this board is State Senator Logan Hay, John Hay's cousin, whose unselfish devotion to the cause which the Association represents admirably fits him for leadership in this important service.

The executive secretary of the Association is Paul M. Angle, a graduate of Miami University, Oxford, Ohio. Due largely to his efforts, the number of sustaining members has

been almost doubled in the past year. It should be more than doubled the coming year. The membership fee is only $10 a year, in return for which the annual volume of Lincoln Centennial Papers, together with the bulletins and other publications of the Association, are sent to each member. These are valuable documents, which are worth, to any student and lover of Lincoln, more than the amount of the membership fee, and which will grow in value with the passing years.

Every college library, many high school libraries, and numerous individuals should promptly enroll as sustaining members, and thus have at least a little part in helping to pass on to coming generations the priceless heritage of an ever increasing knowledge and appreciation of Abraham Lincoln.

Teaching How to Live

BY FRANK CHAPIN BRAY

"EDUCATION should teach people to live the kind of life successfully which they will have to live in the place where they will have to live it." In Leninaken the largest city of Russian Armenia, I read these words lettered in plain English on the wall of an immense army barracks converted into a school building. Twenty or more boys and girls, passing from one classroom to another, had gathered in front of the motto in the hallway. They had corralled a teacher between classes, and he (school teaching is a male profession in this region) was interpreting the slogan in liveliest Armenian language with equally lively gestures. The group fairly quivered with excitement. One could feel their responsiveness to the explanations. What the teacher said in detail I do not know, but I do know that the spirit of the motto and its practical application under incredibly difficult conditions entailed by the world war are giving an amazing American educational service to the strategic Near East.

What has happened is that an emergency relief work has turned into a task of practical education for thousands of orphaned children. For instance, in Leninaken (formerly called Alexandropol) there are still more than 11,000 girls and boys under fourteen left in Near East Relief orphanage centres. Neither out-placing nor government provision can yet be secured for them in this impoverished region, which armies swept over four times and reduced to famine-land. At one time as many as 26,000 children were under American relief care in Russian Armenia—the measure of absorption and "graduation" of children to self-support since the war is greatly to the credit of the native population as well as the American relief administration. Americans who work in the orphanage city of children are not merely continuing to save lives but are teaching a generation how to live better in a land where the prevailing standard of living is indescribably low. If the teacher who was explaining the motto in the school building receives the highest government rate of pay, he gets $16.75 a month. Even educated Russians are glad to get anything like that for their academic work.

For all children in the Near East Relief orphanages, there are elementary school classes during half the day, running up to the sixth grade. Half a day of vocational training and an hour of directed play are provided. By the way, it took an American girl nearly two years to induce the mass of orphan girls to play games. Fear, terror, malnutrition, scrabble for food, and dodging death is their heritage. Now, however, under captains and leaders of groups at the summer evening recreation hour you may see five thousand girls scattered over acres of open-air grounds playing simple games for all they are worth. Boys play chiefly kick ball and an open kind of football—most of the footballs are home-made, of sheep bladders wrapped or cloth-covered—further variety in games having come about through native teachers learning to play first and leading their classes in one regular class hour daily.

Generally, these children are over-eager for book-learning. Yet first of all comes health and the daily-life lessons in learning how to take care of themselves. "Keeping Clean" is the keynote of the health program in which children and workers co-operate. Clean heads, clean bodies, clean clothes, clean bedding and clean bedsteads, clean towels, clean floors, clean toilets, clean grounds, clean minds, clean sports—the emphasis is constant, wholesale and retail. If cleanliness does not become an everyday habit it will not be from lack of line upon line, precept upon precept. Have you ever seen 5,000 boys or 5,000 girls lining up in one place at one time for a weekly medical inspection? Squads of fifty to one hundred children ranged under shower sprinklers of the bathhouse for their weekly bath? Hand and face-washing at running water troughs? Teeth-cleaning with forefingers, because the cost of

thousands of tooth brushes is prohibitive? Ranks of 200 children passing into daily clinics? Thousands of children becoming vermin detectives and fly swatters?

Orphanages that have the lowest sick rate in preventable diseases and maintain their quarters best receive a special flag, which they are permitted to fly on a standard before the orphanage each week. Instruction in hygiene and sanitation is passed down through group leaders, who are given an arm brassard to wear with pride. Posters, charts, and graphs are utilized.

Here is the list of topics of twenty-five health talks given to orphanage managers, assistant orphanage managers, teachers and group leaders for transmission: Introductory; germs; flies; teeth; skin; eyes; ears; nose and throat; colds and headaches; lungs and breathing; fresh air; posture; personal habits; milk; food; water; garbage; transfer of disease; sewage; favus; scabies; measles; conjunctivitis ("pink eye"), worms, and lice; review.

Important by-products of the educational system are graduate-orphan teachers, trained nurses, and at present more than 750 ex-orphan employees who have qualified to replace adults in care-taking services for the orphan city, such as transportation, warehousing, upkeep of buildings, cooking, baking, laundry work, lighting, policing, etc. In Near East industries 102 ex-orphan girls are employed in making clothes for the children. 241 ex-orphans are in the set of workshops; automobile, blacksmith, bookbinding, carpentry, locksmith, machine shop, masonry, mechanical drawing, paint, plastering, pottery, shoe, tailor, tin, wagon, shop, power station, electric line and telephone operation. Class instruction is organized for vocational training of both boys and girls in the schools at Leninaken; at Stepanovan some 1,200 boys and girls attend a practical agricultural school, while on a ranch at Karakala squads of 100 older boys practice large scale farming and stock-raising.

I wish that girls at American private schools and the colleges who are taking home economics courses or living in modern domestic science houses could see the little model village for girls at Seversky Post Orphanage, Armenia. It is so very very different, and yet the educational purposes are alike. To an American the level of home life in village after village in this country seems barely above that of the animals which are literally taken into the family. The model village is no highbrow affair of complicated household management or electrical appliances for apartment housekeeping. It is the simplest kind of a practical demonstration of what can be done with more intelligent use of available materials, the adoption of elementary principles of hygiene and sanitation, and the application of better means and methods of housewifery.

On a plot of perhaps two acres of land Polygon orphanage boys have constructed six separate dwellings, entirely above ground, each one story high with a dirt roof and either a chimney or smoke vent. Enough windows for light and ventilation are provided. The building materials are the same as those of native villages right at hand—stone, lime, sand, and clay. As in villages, floors are the bare ground. Arrangement of rooms varies in the different houses, but one distinguishing feature is common to all, namely, a section of each building is stoned off from the two living rooms and kitchen for the family cattle, donkey, sheep, goats, pigs, poultry or the like. Native ovens are built into the kitchens. Native dishes constitute a large part of the cooking-class courses, which include marketing. Each house has a planted vegetable garden plot. A mother and baby occupy one house which is the demonstration centre for baby welfare classes. Home making and housekeeping, decent and healthful, is the objective.

The weaving class uses the whole of one of the houses following age-long native methods. Wool sheared from model village sheep, the girls wash in the nearby river. Then they dry it in the sun, whip it with switches until it becomes fluffy, and spin it in two threads on hand spindles. They dye the threads with some of the dyes secured from the fields and on hand looms weave it. A coarse but excellent cloth called gdav is chiefly woven at present, but the first of several village rugs is nearly finished at this writing.

The model village is a practice centre and object lesson in the general scheme of vocational training for all the young girl orphans at Seversky Post. That training begins with knitting of stockings, mittens, gloves, sweaters (fifteen different stitches), and caps. All must be passed in this course before going on to any of the other classes in plain sewing, advanced sewing, garment making, etc. They say that among them cutting and fine sewing rank highest, gardening has been considered second rate, while floriculture at first was almost beneath contempt.

Twenty-eight acres of truck gardens adjoining the village were planted, cultivated, and harvested by more than 1,000 Seversky girls during the summer season. All the academic as well as agricultural theory teachers turned in to help in this practical field work. Thirty girls who worked in the gardens a year ago acted as group leaders of the new girls this summer. The value of the crops for orphanage

use was estimated at $3,500; the training value for future production in Armenia is beyond estimate. Four hundred girls have been taking the course in care of animals, hogs, sheep, goats, cows, oxen, buffalo cows, donkey, poultry, geese and rabbits. The village owns three cows for dairying classes and thirty sheep with twenty-two lambs that have been born in the village. The central space in the village is parked and planted; bee and silkworm culture are introduced.

As most of the girls must eventually go into peasant homes of others if not their own the school program of agricultural study comprises lessons in nature study (elementary physics and chemistry), botany and physiology of plants, soil study (analysis, preparation, fertilizing, seeding, cultivating, harvesting, special crops, storage), gardening, fruit gardening, anatomy and physiology of animals, cattle breeding, dairying, veterinary.

The American superintendent of education responsible for the model village innovation is a trained nurse; and here, as elsewhere throughout the orphanages, extraordinary emphasis is given to hygiene and sanitation. Knowledge of this kind is woefully limited among the children. Out in the native villages people show no habits of home or community life that indicate knowledge of what such terms mean in either theory or practice. Mud and stone habitations, half underground, have stable, eating and sleeping quarters unseparated beneath a single smoke hole in the roof. Filth diseases are the commonest scourges of men and beasts in this country. So in the model village personal hygiene, home hygiene, home nursing, and baby welfare have primary place.

See the Child Welfare Association posters on the wall of one of the living rooms depicting the "A-1 American girl" who has good teeth, good eyes, good skin, healthful posture, etc., and read in Armenian as well as English how to get that way. Note that hygienic instruction is connected even with cooking lessons, and cleanliness of person, clothing, house and surroundings becomes a practical first-aid principle in health no less than in sickness. Follow village children through the malaria object-lesson story: "Sick mosquito that stings people and makes them sick too. Malaria germs under microscope in the laboratory. Hospital clinic where patients receive quinine. Swamp where mosquitoes breed. Killing them with crude oil (native). Hunt for any places around Seversky where mosquitoes could possibly breed."

Armenia is still predominantly a land in the shepherd stage of flocks and herds, ox-plows and ox-carts, single grain crops, outdoor threshing floors, dung-cake fuel, treeless mountains and vast treeless plains, planless and drainless villages, and habits of life as old as the Biblical flood around Mount Ararat. The present generation of Near East Orphanage girls is forming habits and gaining experience that will not be satisfied with less than considerable improvement from the point of view of housewives tomorrow. By native sons as many as 350 orphanage girls in a year have been asked for in marriage, especially because "they know how to make better homes."

In other areas—Greece, Syria, and Palestine—Near East Relief is carrying on the same sort of practical education of thousands of orphaned children for living in the countries which give them refuge. Russian Armenia is less accessible to American observers, but once seen with one's own eyes the far-reaching significance of this educational orphan city assumes the proportions of the mountain peak of American humanitarian achievement.

No Man's Land

Mothers are more or less interested in their children's schooling, but without fathers so far as any research has discovered. Public Days, Education Week, Graduations are all attended by mothers, so are reports signed, with mothers are school difficulties settled. I wonder if any other land harbors families of such interesting boys and girls where fathers know so little about their children's school. Who shall be the great personality in education able to win the fathers long enough from business or pleasure to take the interest that would transform the boy's schooling for him, making it alive with a dignity and importance now lacking? American children need no one thing so much today as to get school interests out of No Man's Land.

—Mary McSkimmon, President, National Education Association.

An Old-Time Normal School

BY J. M. FRENCH, M. D.

Milford, Mass.

IN the summer of 1873 the writer spent the "short session" of six weeks in attendance at the National Normal School in Lebanon, Ohio, where he saw many unusual things, which the passing of years has not made less interesting than they seemed at that time.

The head of the school was Alfred Holbrook, a noted figure in the educational circles of the Middle West, though but little known in New England. He was a man of strong character, original ideas, and great ability. His pupils came from all parts of the country, attracted by the reputation of his school as the best place to fit for the work of teaching, at the least possible expense of time and money.

The school taught not so much books, as subjects; not how to memorize, but how to find out things worth memorizing; not how to recite a lesson, but how to express an idea. In history, literature, and English, the work was done by the study of textbooks and the searching of works of reference; in botany, by hunting for flowers and shrubs and trees in fields and woods and by the roadsides, recording their characteristics, and translating the results into the language of botany; in chemistry, by subdividing the class into sections of half a dozen each, including one who had been over the work before, who was made our leader. A list of experiments was given us, ranging from simple to complex, and covering the elements of chemistry. It was our leader's duty to guide us safely through the list, making sure that we understood the directions, and did the work ourselves. In this way chemistry became an absorbingly interesting subject, and we learned how to arouse the same enthusiasm over it in our own schools.

In this school everything was voluntary, nothing arbitrary. There were absolutely no school rules, nothing but decency and good behavior, the fundamental rules of civilized society everywhere. And these rules were unwritten, made and enforced only by the public sentiment of the school. It must be remembered that this school was made up of young men and women much more mature than the average college student, and that nearly all of them were already teachers. Nobody sent them there, nobody kept them there. They came and went as they pleased. And back of this was Alfred Holbrook, maker and moulder of the public sentiment of the school.

There was no rule requiring attendance at the morning chapel exercises. No records were kept, and no disgrace followed even repeated absence, but Mr. Holbrook saw to it that there should be something coming up every morning which no wide-awake and self-respecting pupil could afford to miss.

Neither was attendance at every recitation compulsory. Occasional absence was no disgrace in the eyes of either teachers or pupils. The school was conducted for the benefit of the pupils, and they planned to get the most possible benefit from it. Sometimes there was a better way than by attending recitations. The principle extended even to all-day absence from school. The writer and his chum spent one day "down the creek" collecting old Silurian fossils, for which the vicinity was noted; and they did it without asking permission or making excuse. The next day they carried the fossils into the geology class and studied them with the teacher and the class, a proceeding which helped to give them a good standing in geology.

All the arrangements of the school were made with reference to allowing the pupils to fall out at any time, and return when they had earned enough to enable them to go on. All the classes were open to them at any time. If they were able to go on with the best, they did so; if not, they dropped into lower classes, and caught up as they could.

There were fifty weeks school in each year, four terms of eleven weeks and one of six, with only two weeks' vacation. The short session was usually the smallest, since many pupils were away earning money for next year. The weekly holiday was on Monday, instead of Saturday. The plan worked well.

The cost of tuition was one dollar per week. Board could be had almost at your own price. A number of pupils clubbed together, hired a woman to cook their food, chose one of their number to do the marketing and act as the man of the house—for which he received his board—and the club set the price they wished to pay. At the writer's first club he paid $1.67 per week; after that, he changed to another club, where he paid $2.12 per week, for very satisfactory board. Room rent was extra, and the general expenses of the school were extremely low, but memory fails and the figures are not at hand to give the exact amount.

There were no formal examinations on which the standing of the pupils depended, but every exercise was an examination, and helped to determine his standing, which pro-

fessed to do nothing more than give his teacher's estimate of his ability in that class.

The degrees of B. S. and B. A. were conferred on those who had earned them, regardless of the time spent in that school, but dependent wholly on their attainments and ability. Industrious and bright pupils earned the degree of B. S. in one year, and following this, that of B. A. in another. Dull ones took what time they needed, and many of them never got them at all.

In its issue of January 12, 1926, the Boston Herald describes what it terms "as drastic and surprising an innovation as ever entered into the conduct of an educational institution," namely, the vote of the Harvard faculty to permit the members of the senior class who were in good standing, to use their own discretion in attending classes and lectures. A few days later the same paper noted that Dartmouth had abolished compulsory chapel attendance, and had thereby lost about 97 per cent. of their former compulsory attendance.

And yet, more than fifty years before, the National Normal School left these things optional with all its students, and built up the school on this plan.

Oratory Coming Back

BY WALTER ALLEN RICE

Buffalo, N. Y.

THE spirited and successful oratorical school contests of the past few years have aroused educators, schools and colleges everywhere to the immeasurable value of a knowledge of the art of oratory, and the urgent necessity of giving this study a prominent place in the curriculum of studies.

Many of the most distinguished clergymen, lawyers, statesmen and lecturers learned to speak pieces away back in that little old red schoolhouse on recitation days; and some of the most famous players on the American stage received their first training from the old country schoolmaster.

David Belasco, the greatest living dramatist, in the story of his life, written by that master dramatic critic, William Winter, tells of his early home life in San Francisco. There his remarkable career began as a boy "speaking pieces" in school; and his mother, a good reader, taught him much in the proper use of the voice, facial expression, gesture, and stage movements. So having learned something of the elements of his future career, when his school days were over he sought engagements in homes of the wealthy, with churches, and festivals, where he gave dramatic readings and impersonations.

Some of his favorite selections were: "The Vagabonds," "The Little Hero," "Little Jim, the Collier's Lad," "Bernardo del Carpio," "Shamus O'Brien," and "The Maniac." Many old school graduates will no doubt recognize these selections, for they are still popular readings, and afford excellent practice for memorizing, and reading aloud for voice culture.

Many older folks recall with keenest pleasure those famous players whose matchless elocution held us entranced: Edwin Booth especially in Hamlet's soliloquy on death, Lawrence Barrett, John McCullough, Thomas W. Keene, Joseph Jefferson, Modjeska, Boucicault, Bernhardt, and Mary Anderson.

Sothern and Marlowe, those great exponents of Shakespeare, have survived the wreck of time, and crowds welcome them whenever they infrequently appear.

Many old boys and girls remember the pulpit oratory that made famous Henry Ward Beecher, Phillips Brooks, and George C. Lorimer, the actor-preacher of long ago at Tremont Temple, Boston. The gift of oratory was the magic wand that won fame for William Jennings Bryan, when he uttered that immortal phrase, "You shall not press down upon the brow of labor this crown of thorns; you shall not crucify mankind upon a cross of gold," at the National Democratic Convention at Chicago in 1892, and became three times the nominee for President of the United States. Thousands heard Mr. Bryan at the great church convention in Music Hall, Buffalo, and it is difficult to realize that he has answered the Master's call, and we—

> "long for a touch of a vanished hand,
> and the sound of a voice that is still."

When Chauncey Depew celebrates another birthday, everybody will "listen in" for another one of those inspiring addresses filled with wit, logic, and eloquence that long since crowned him king of after-dinner orators.

Theodore Roosevelt got his start in oratory "speaking pieces" in school; and like many boys, he occasionally had stage fright and broke down. So it happened one recitation day, when he was to be the star performer. He began to recite that stirring selection:—

"MARCO BOZARRIS."

At midnight, in his guarded tent,
The Turk lay dreaming of the hour
When Greece, her knee in suppliance bent,
Should tremble at his power.

He rose with confidence and began:—

"At midnight in his guarded tent,
The Turk lay dreaming of the hour
When Greece her knee———"

Then his memory failed him, and he repeated:—

When Greece her knee———"

Once more he shouted desperately:—

When Greece her knee———"

The old professor looked over his spectacles and encouragingly remarked: "Greece her knee once more, Theodore; perhaps she'll go then."

The writer was a student at Harvard in 1876 during the Freshman year, and sat with "Teddy" Roosevelt in recitations. No one then dreamed of the high honors in store for him, and that he was destined to become one of the most famous men of the United States and of the world.

The writer, while attending High School in the long ago, in his home city in Maine, became interested in elocution through kindly encouragement by the dear old principal, and was inclined toward dramatic readings and impersonations which pleased the assembled scholars. Then invitations were received to give readings at church concerts, festivals, home parties, and lodge entertainments. So gradually the writer developed into a professional public reader, and for ten years after leaving Harvard appeared in all the principal towns of New England. He also taught elocution, and delivered a course of lecture-readings, entitled "Five Evenings with American Authors," the subjects being Longfellow, Lowell, Whittier, Holmes, and Mark Twain.

Clergymen and teachers largely patronized these lecture-readings, and commended them as entertaining and educational. Thus a knowledge of the art of oratory, which began in school days, proved of greater value than any other study in achieving success in my life work.

Truly "all the world's a stage, and all the men and women merely players."

Pre-School Education

BY ELEANOR TOUROFF GLUECK

THE education of the child from infancy to five years has come to be recognized as of vital importance since the conception of education as training for life has been established.

Both the physical and mental development of the child is greater in the pre-school years than during any subsequent period of life.

The human infant is very plastic and the whole course of his life is greatly affected by those who have him in their care. Parents, social workers, and others who deal with the pre-school child must equip themselves to be intelligent guides of the young. They must know how to divert the instincts into constructive channels and to educate the emotional expressions of the child in order to prevent behavior difficulties of later life and to make easy the transition from childhood to adulthood. They must aid the child in forming proper habits. All habits inculcated in early life serve the individual throughout adulthood.

As the child learns very readily through imitation those who surround him must act only in such manner as is worthy of imitation by the child.

Parents must know what kinds of stories to tell a child. They must know what kind of games should be played and what kind of toys to furnish.

The nursery school, where children are taken from two and a half to four years of age, for the purpose of group activities, supervised and free play, training in habits of regularity, good food and sleep habits, etc., is the best solution of this problem, in addition to universal training for parenthood.

Training for parenthood must proceed through the public school system of the country. That is the only way in which all girls and boys may be reached.

Groups of intelligent women ought to make contributions to the knowledge of child psychology by the careful recording of the development of their own children. They should urge the establishment of nursery schools, habit clinics, local clearing houses for information on pre-school education, and encourage all legislation which protects home and family life.

The problem of pre-school education is intimately connected with social and economic conditions, because where wages are small and parents must be out of the home a great deal, it cannot be expected that the future citizens will have the proper guidance and supervision in the earlier years.

Personal and Professional

PRESIDENT JOHN GRIER HIBBEN of Princeton seems to have joined the university presidents who think it unwise scholastically for a university student to keep an automobile at the university.

E. M. CROUCH, superintendent, Mooresville, N.C., who did really fine work in Tennessee, is distinguishing himself in North Carolina. It is natural for him to select some important progressive phase of education and magnify it vigorously without neglecting regular work. At Mooresville he has a platoon school of twenty teachers and he has Bible instruction established in all grades.

J. A. CHURCHILL, state superintendent of Oregon, was the first to prepare and issue as a state publication a "Practical Recreation Manual for State Schools." This was in 1914, and the national demand was for it was so great that it was re-issued in 1917 and again recently. The third edition was prepared for the State Department by E. F. Carleton, who was for thirteen years assistant state superintendent, and then for three years city superintendent of Eugene, and extension director of the State University of Oregon. In the introduction to the latest edition Mr. Carleton said: "Briefly, it may be stated that the best authorities among the educational psychologists seem to agree that the great purpose of play is to bring about a perfect co-ordination of the nervous system with the muscular activities, and that natural happy play under proper conditions accelerates the circulation, stimulates the functioning of the nervous system, and thus is a most important factor in the development of the child. Play is nature's way of preparing mind and muscle to function in perfect harmony. Therefore nature has set aside one-third of the human life for youth."

ALBERT C. KNUDSON, newly appointed dean of theology, Boston University, to succeed James A. Beebe, who becomes president of Allegheny College, Meadville, Pennsylvania, has been on the faculty of the School of Theology since 1906, prior to which time he had been on the faculties of the Denver University, Baker University and Allegheny. His promotion gives special satisfaction in the University.

J. A. HOLLINGER, supervisor of nature study and gardening in the schools of Pittsburgh, Pa., was elected president of the "National Council Supervisors of Nature Study and Gardening" at the recent annual meeting in Washington. Mr. Hollinger is one of the leaders in the promotion of making "living with nature one of the educational joys of life."

WILL EARHART, Pittsburgh, Pa., did a great service to the Platoon Plan by his report for the National Committee on Music on the part music plays in the Platoon Plan at the recent meeting of the Department of Superintendence.

MISS ALICE JEAN PATTERSON, State Normal University, Normal, Illinois, in her address as president of the "National Council Supervisors of Nature Study and Gardening," at the Washington meeting said: "The child should also gain from nature study an appreciation of truth and beauty as it is found in the commonplace, and the added joy of living and of thinking which is interwoven with such study."

ROBERT G. KIZER, Salisbury, North Carolina, who retired as superintendent of Rowan County last July, after longer service as county superintendent than has any other man in North Carolina, has had an elegant new school building named for him. He was county superintendent for more than twenty-four years.

C. W. CARY, of Hartford, Ct., was elected president of the National Association of Teachers' Agencies of America at the Washington meeting.

H. B. WILSON, superintendent of Berkeley for the past eight years, was elected for four years from next July 1, at an increased salary. Dr. Wilson also serves the University of California. He is one of the national leaders in scholastic as well as professional ways. He is associated with Maude M. Moore in the creation of a series of school readers that promise to attract wide attention. Dr. Wilson is one of the most productive of professional workers of all city superintendents.

COLONEL A. N. BOYDEN, of Salisbury, North Carolina, has been chairman of the city Board of Education for twenty-seven years, that is, ever since Salisbury had a Board of Education. Colonel Boyden sponsored the building of the first high school plant in Salisbury, even going so far as guaranteeing the payment of the contractors, and he has been the prime mover in having Salisbury have the best public school building or educational institutional building in the state. It is on a ten-acre lot and has the latest of everything in building and equipment, costing the city $525,000. We know of no other man in the country who has had so vital a part in inaugurating a school system and in the perfection of a school system as has Colonel Boyden of Salisbury.

Appreciation of Harris

[The following letter by Hoke Smith, former Secretary of the Interior and ex-senator from Georgia, was read at the exercises in connection with the presentation of portraits of former Commissioners W. T. Harris and P. P. Claxton to the Bureau of Education, in the auditorium of the Department of the Interior, Washington, D. C.]

I REGARD Dr. Harris as one of the greatest men connected with educational work in the United States; and I wish very much I could be present when his portrait is presented to the Bureau of Education. I have engagements in the Court during February, which will prevent my leaving Atlanta.

Dr. Harris served with me as Commissioner of Education, when I was Secretary of the Interior. He was not only a great student of problems of education, but he was a man of noble instincts and of the highest character.

As one of the incidents of his service, I recall the fact that I had prepared a recommendation for an increase in his salary. I had not mentioned it to Dr. Harris, but he found it out in some way and came over to me, insisting that the recommendation should not be made, as he said his wants were met by the small salary he was receiving, and he thought the increase could be better appropriated in some other way.

I cannot too strongly express the high estimate I entertained for Dr. Harris.

Why Be Ignorant?

IGNORANCE is as much out of place in this country as a deep-water fish would be in the midst of a desert. There is absolutely no excuse for illiteracy here. The means of education and enlightenment and culture abound on every hand. There are public schools, parochial schools, private schools, colleges, universities and technical schools. No country on earth, at any time, ever provided so elaborately for the educating of its youths. Children literally are forced into school. The truant officer lurks around the corner, to prod the boy or girl playing "hookey."

Besides schools, there are means of enlightenment almost without number. There are newspapers. These are universities and libraries in themselves, enlightening their readers on current history, carrying views of world affairs and much miscellany of enlightening and cultural value. Then there are magazines almost numberless, which also are illuminating and inspiring. And books—books and magazines in free libraries, where the poorest and humblest may reach in and take out the richest treasures of literature—the gold and the gems of thought of all ages.

Then there is the radio—it is instructive, as well as entertaining—and is destined to become even more consequential in the life of the American people. Then there is the motion picture—it also, at its best, is a source of educational endowment to those who see it.

The opportunities for enlightenment are many. The country is deluged with them. To be ignorant, one must run away from these illuminating influences, and shut eyes and ears and perception against the phenomenal educational advantages of this marvelous age.—Los Angeles Press.

THE IROQUOIS ARITHMETICS

FOR SCHOOL AND LIFE

By

DR. HARRY DeGROAT
Principal State Normal School, Cortland, New York

SIDNEY G. FIRMAN
Superintendent of Schools, Glen Ridge, New Jersey

WILLIAM A. SMITH
Superintendent of Schools, Hackensack, New Jersey

THE IROQUOIS ARITHMETICS SET A NEW STANDARD IN ARITHMETIC TEXTBOOK ACHIEVEMENT. They are built on the latest scientific investigations which are bound to revolutionize the making of Arithmetic Texts.

BOOK ONE—Grades 3 and 4—published March 7, 1926

BOOK TWO—Grades 5 and 6—and **BOOK THREE**—Grades 7 and 8—are to be published this spring.

Full information regarding this Series of Arithmetics will be furnished on request.

IROQUOIS PUBLISHING COMPANY, Inc.

HOME OFFICE
SYRACUSE, NEW YORK

New York Atlanta Dallas Chicago

Uncle Joe's Philosophy

By Rev. William Wood

Kennebunk, Maine

Take this advice from Uncle Joe
As out into the world you go;
The roots of all you are sink deep
In generations gone to sleep!
If they were good, then emulate them,
If bad, take heed but don't berate them;
If favored, use your heritage,
If handicapped, rise stage by stage!
My boy, set out the race to win,
But from the moment you begin
Your moral purpose must be sound
If with the winners you are found!
Work hard, keep sweet, be ever true
And men will trust and honor you;
Short-cuts that offer wealth and fame
Will ultimately blight your name!
Cheer up! Press on through thin and thick,
No boy succeeds who stops to kick;
When hit, don't quit! Pray and pitch in!
Winners never quit and quitters never win!

TREND OF THE TIMES

United States Not Backing Out

Oratorical attacks in the Senate on President Coolidge, Secretary Kellogg and Ambassador Houghton were made recently with the charge that the Administration was preparing to recede from its sympathetic attitude toward the World Court and other activities of the League of Nations. The spokesman for the President declared that the government intended to adhere to its acceptance of the League's invitation to participate in the preliminary disarmament conference. The government would not, however, undertake to interpret our World Court reservations for the League conference called to discuss the reservations.

Turkish Government To Sell Liquor

On June 1 the Turkish government will take over the alcoholic drink business of the country. It will manufacture douzico, the national drink, light wines and beers, and also will regulate the importation of alcoholic beverages. Five per cent. of the liquor revenue will be devoted to aviation, the army and the navy.

Tax Receipts Exceed Estimate

The Treasury department now expects the income tax collections for the first quarter under the new revenue law to reach $435,000,000, or within $6,000,000 of the collections a year ago, under the higher rates. The total thus anticipated exceeds by $35,000,000 the first estimate of Secretary Mellon on the collections for this quarter under the reduced tax schedules. The figures take into account the income tax collections, but considerable reductions are expected in the miscellaneous tax collections since the new law repealed many of these levies. The increased returns, despite the lower rates, was attributed by Secretary Mellon to the large profits last year and to the stimulation of business which he believed resulted from the anticipation of tax reductions.

Blame America For Debt Burden

Winston Churchill, British Chancellor of the Exchequer, in reply to a speech in the House of Commons by Philip Snowden, prominent Laborite Member of Parliament and ex-Chancellor of the Exchequer, who spoke in critical terms of American "dunning" of Britain, of France's refusal to pay the war debts owed by her to Britain and of the ease with which Italy had been let off her debts to England, depicted Britain's position in these matters. Churchill declared that Great Britain must pay the United States $500,000 daily during three generations, constituting the most stupendous financial transaction in history. He also drew a picture of America bloated with fabulous wealth yet squeezing from war-stricken Europe a vast amount equaling more than half the total sum due from Germany as reparations. Snowden in assailing France's record asserted it to be the most discreditable in the history of national finance.

New Safety Drive Planned In New York

Two undertakings to reduce reckless automobile driving in New York City have been announced by Dr. Louis I. Harris, Health Commissioner, as plans of the Department of Health. One will be tests of the sanity of habitually reckless drivers and the other will be the erection at pivotal points of monuments to children who have been killed by reckless driving. The tests will be started and the monuments erected on May 1 with the beginning of National Child Health Week. Memorial services will be conducted by Camp Fire Girls, Boy Scouts and similar organizations at the monuments. Habitually reckless drivers will be subjected to physical and mental examinations.

Kaiser Would Move To Switzerland

Negotiations are under way to purchase the Castle of Trevano, near Locarno, Switzerland, for the former Kaiser of Germany. The castle was built by an American millionaire named Lombard and since his death a few years ago it has been for sale. One of the reasons why the former Kaiser desires to make a change is that the climate in Holland is unsuitable for Hermine, his wife. It is known also that he desires more room for the display of his oil paintings than is afforded at Doorn. The former Crown Prince, who is staying near Geneva, is acting as his father's intermediary in the financial and political negotiations. He is endeavoring to obtain a guaranty from the allied governments that his father may change residences without molestation.

Coolidge To Keep Old Homestead

President Coolidge will retain the old Coolidge homestead in Plymouth, Vt., according to an announcement from the White House. Although the house in which his father died is not the place where his grandfather's grandfather settled when he first went to Plymouth, it is one of the five farms owned by him when he died, the President said. Mr. Coolidge says it will remain in his possession. He has already undertaken to provide that it be carried on as a farm for the next year.

Nobel Prize Money Now Diminished

On the basis of the estimated net income of the estate donated by the founder, Alfred Nobel, the Nobel prizes for 1926 will be worth about $31,350 each. When President Wilson was awarded the peace prize it was worth $35,644, but the passing of wartime prosperity and increased taxes have reduced the value of the prizes.

Postpone Germany's League Entrance

The Assembly of the League of Nations, called in special session to admit Germany, adjourned on March 17 when members of the Council failed to agree on the issue of the Council seats. Germany allowed her application to remain on file until the regular Assembly session in September. Brazil was formally blamed for blocking Germany's entry. The Brazilians demanded a permanent seat on the Council when any changes were to be made in its composition, including the entry of Germany. Spain and Poland also asked for permanent seats, but M. Briand succeeded in arranging an agreement with them. Though there were other factors in the failure, one bright circumstance stood out, namely, that France and Germany were in agreement and the delegates of all the nations which signed the Locarno treaties joined in a further undertaking to work sincerely to bring them into effect.

Italy Claims It Does Not Owe France

An official announcement by the Italian government stated that Italy does not recognize any war debt to France. Italian experts who have been studying this question find that Italy is really France's creditor in regard to war financings, involving reciprocal expenses of the war years. In any case it is generally held in Rome that any sum Italy may owe France is insignificant compared to the debts owed America and England. This was made known through the publication of Premier Mussolini's speech at a Cabinet meeting praising the work of Count Volpi, Minister of Finance, in the negotiations for funding of Italy's war debts to the United States and Great Britain.

Try Dirigible to Be Used by Amundsen

A successful eight-hour trial flight over Rome was recently accomplished by the dirigible Norges, with which Roald Amundsen plans to journey to the North Pole. The blimp, carrying thirty persons, including Engineer Novile and the Norwegian and Italian members of the polar expedition, circled over Rome several times.

New Voting Law in Force in Japan

Enforcement of the regulations of the suffrage law passed by the Japanese Diet in 1925 was promulgated recently by an imperial edict. It will be applicable at the next election. The act fixed the voting age at twenty-five years and abolished property holding qualifications. It is estimated that the act will increase the total vote in Japan by about 10,000,000. The law does not extend suffrage to women. It is regarded as one of the most important developments since the Constitution was established, and its passage by the Diet in March, 1925, probably averted a government crisis. A significant feature is the disfranchisement of heads of peers' families. Peers are deprived of the right to election to the lower house.

Artillery Downs Rebel Portuguese

Another attempted revolution was recently suppressed by the Portuguese government in Lisbon when the rebels were threatened with bombardment. They were quickly subdued and the leaders arrested. The government declared the rebels few in number and the movement unimportant. Martial law was not declared. Portugal has been in a state of effervescence for several years, with violent labor and radical agitations, bomb outrages and revolutionary movements, most of which have been put down with the use of troops. Uprisings ascribed to the Communists, in which several lives were lost, occurred in July and September, 1924, and again in April of last year when twelve were killed and seventy-three wounded. Again in July, 1925, elements working among the military engineered an uprising, but the government quickly suppressed the movement, with the loss of three lives, and placed the capital under martial law. The last two months have been comparatively calm, the only trouble reported being the bombing of the Archbishop's Palace, with no casualties, January 2.

Scandinavia Outlaws War

Sweden recently completed a system of agreements with all her Scandinavian neighbors for outlawing war, by the signing of a compulsory, unlimited arbitration treaty with Finland. Similar treaties already had been concluded with Norway and Denmark. These agreements provide that all disputes between the signatories must be submitted to arbitration, and in cases in which direct diplomatic negotiations prove futile, the decision of the Permanent Court of International Justice is accepted in advance as final.

Europe Fearful of Munsey Bequest

A fresh menace to European art centres, in the opinion of German art critics, is seen in the bequest of Frank A. Munsey's $40,000,000 to the Metropolitan Museum of Art. These critics fear the New York institution will be in a position now to gobble up Europe's choicest art treasures unless rigid export embargoes are interposed. "Once more we are confronted by the American menace against which we were warned by the veteran curator, Wilhelm von Bode, many years ago when the late J. Pierpont Morgan was on the scene," is the lament of Lothar Brieger, well-known Berlin critic. He demands tightening of the restrictions on exportation of art works, and appeals to the patriotism of private collectors to remain steadfast in the face of tempting offers from the United States.

Rotor Ship To Cross Ocean

Early in April the Flettner rotor sailing ship Buckau will attempt to reach the United States from Germany with a cargo of freight. The ship will be under the personal command of Director Flettner, inventor of the rotor method of propelling vessels. This will be the ship's longest journey. Though trips from Hamburg to Scotland and Stockholm have been made successfully, the invention has not proved to be the great success which was predicted at the time of its first trip, and the rotor company was declared bankrupt. Even though the wind-propelled rotors performed according to the assertions of their inventor, exporters and shipping companies believe this is an age when time saving is essential, and that any discoveries, regardless of their merit, that do not save time are doomed to failure.

"Wets" Lead In Straw Ballot

Informal straw voting on the question of prohibition was recently opened by various newspapers throughout the country. Those opposed to the dry law or in favor of a modification for light wines and beer, by taking an aggressive part in the balloting, succeeded in defeating the "drys" by a wide margin. Most of the newspapers made no attempt to prevent "stuffing" or "repeating" the votes, trusting the honesty of the voters. Mrs. Mabel Walker Willebrandt, assistant United States Attorney General, who is one of the directors in the enforcement of prohibition, expresses the belief that a referendum on the Eighteenth Amendment at this time would show a greater public sentiment for prohibition than existed when it became a law.

STAMMERERS

Don't be handicapped in your recitations. We have successfully corrected all kinds of speech defects for fifty-nine years, and can teach you to speak normally. Write today for descriptive booklet.

STAMMERERS' INSTITUTE
419 Boylston Street, Boston, Mass.
927 Hospital Trust Building, Providence, R. I.

EDUCATION IN ACTION

Saves Children From Tornado

Superintendent P. N. Powell of the Orangefield, Texas, schools recently saved 300 children from the path of a tornado that swept the village. Mr. Powell, a modest gray-haired school teacher with one arm, had just lined up his 300 charges ready to march into school, when he heard the ominous roar and saw the approaching funnel-shaped cloud which meant a tornado. The children were ready to enter the school building. He ordered them to march into the school auditorium instead of their separate classes. Not a single child was hurt, although the tornado caused the death of one person and the injury of eight others as it tore through the village and the oil field nearby, doing damage estimated at $500,000. One wall of the brick schoolhouse was torn loose by the twisting wind. Had the children been caught in the open many would have been killed.

Students Protest Loss Of Chapel "Cuts"

Several Amherst College students recently held a mass meeting which nearly developed into a riot, in protest against Dean Thomas C. Estey's decree revoking all chapel and church cuts for the remainder of the college term. After fiery speeches denouncing Dean Estey's action, a delegation was appointed to wait on President Olds and the dean. The latter announced that he would restore the cut privilege if the students would pledge themselves to take no more cuts than they were permitted.

Boston Botanist Wins Rare British Award

Professor Ernest H. Wilson, assistant director of the Arnold Arboretum, Boston, Mass., has received the Veitch memorial gold medal, awarded to him by the Royal Horticultural Society of Great Britain "for his introductions to gardens and his books." He has the distinction of being the first American to receive this honor. The Veitch medal ranks with the Victoria Medal of Honor, also bestowed upon Professor Wilson by the same society in 1912, an honor which never before was conferred upon anyone outside the British Isles. Besides these medals he has been the recipient of several other medals and honors conferred by various countries and scientific organizations for his work as a collector of trees and shrubs in the Far East and for his writings.

Wellesley Girls Favor Teaching

Of 325 girls in the graduating class this year at Wellesley College 216 have designated vocations they expect to enter. One hundred and twenty-two, or fifty-seven per cent., plan to enter the educational field. Journalism, science, language and the great business world lure others. But not one of the 216 expects to enter the field of agriculture, or aspires to become a lawyer, or plans to take up music, nursing or home economics as a profession.

Will Join Smith Faculty

Dr. Marjorie H. Nicolson, assistant professor of English at Goucher College, Baltimore, Md., has accepted a position in the English department at Smith College, Northampton, Mass. She will leave Goucher early in June. Since coming to the college in September, 1923, Dr. Nicolson has given advanced courses on Milton and the Victorian poets, as well as required English courses for freshmen and sophomores. Dr. Nicolson in 1920 obtained a degree at Yale. She is the author of "The Art of Description" and editor of "Selections From Tennyson."

Catholic Schools Open In Mexico

Having accepted the terms imposed by the Mexican government, which specifies that the name of God shall not be mentioned in the schoolrooms, all Catholic schools in Chihuahua City, Mexico, have reopened. This is believed definitely to end the religious controversy so far as local Catholics are concerned.

Advises Use Of Dinner Pail

Mayor Bauer of Lynn, Mass., recently berated the food served the pupils in the Lynn Classical High School. He declared that it was good food to develop the drug store cowboy and the flapper, but he did not believe that the parents of the pupils desired their children to be fed on such things. His visit to the school was unexpected. The mayor was backed up in his statement by Dr. Michael R. Donovan, commissioner of the health department, who advised the children to carry a dinner pail. Mayor Bauer said that he saw more "hot dogs" at the school than he ever saw in his many visits to a nearby beach.

Flapperism May End Co-Education

David Snedden, Professor of Educational Sociology at Teachers College, New York, recently declared that the co-educational system was too often regarded as a settled issue. There were many indications, he said, that there would soon be a movement to do away with co-educational schools, following the changing moral and economic standards of the day. There was no doubt, said Mr. Snedden, that there was a radical change in moral standards under way. "The flapper of today is a perfect example of what has been called 'the herd mind.' In the case of the flapper I am sure that ninety per cent. of her vital personal reactions come from other persons of her own type. It is not her parents, not her elders, not her minister who exert the greatest influence. It is possible that parents will bring about a breakdown of the co-educational system in the light of these considerations," he asserted.

Just off the Press

MANY A WAY
FOR
MEMORIAL DAY

Compiled and Edited by
GRACE B. FAXON

A NEW book of NEW material for Memorial Day Programs for Teachers of the Grades and Teachers of Rural Schools.

The wealth of its contents will be a revelation; 192 pages; every grade provided for and a lengthy program for the rural school of eight grades. A book that will endure for years. Of great historical and literary value.

Price 60 cents

PUBLISHED BY

WALTER H. BAKER COMPANY
41 Winter St., Boston, Mass.
(To whom all orders should be sent.)

Many a Way for Closing Day
Ready April 26, 1926
The biggest and best book ever published at popular price of Closing Day material.
Price 60 cents

Copeland Again In Summer School

Professor Charles Townsend Copeland, Boylston professor of rhetoric and oratory at Harvard, will again give one course and several readings in the Harvard Summer School of Arts and Sciences and of Education, which opens in Cambridge on July 6 and ends on August 14. His course will be on the history of English literature in the nineteenth century. The evening lectures and readings by Professor Copeland, which were omitted last year, will be resumed and will be open to the public. This is a continuation of a custom inaugurated years ago.

Simmons Completes Statistical Survey

A statistical survey conducted by the Student Government Association at Simmons College recently revealed that thirty-six per cent. of all Simmons students are engaged in extra-curricular activities. The purpose of the survey was to ascertain whether or not the college is over-organized. The extra-curricular activities were found to take about two hours of the student's time weekly, and about three hours a week were spent by the average students at Boston museums, theatres, etc., not including the movies, or about one-eighth of the time they spend in studying outside of classroom sessions; for the students find it necessary to study on an average of twenty-three hours a week.

Appoint Dean of Freshmen at Brown

Close upon the heels of the resignation of Dean Russell Burwell, dean of Brown freshmen, last month, came the appointment of his successor, Professor Kenneth O. Mason, of the department of English. Dr. Burwell leaves office next June to enter business, and Professor Mason will begin in September as the new incumbent, leaving vacant his professorship in English, where he was extremely popular. Professor Mason's appointment was announced by Dr. A. D. Mead, vice-president, acting for President W. H. P. Faunce.

Athletes Who Barter Fame for Money

Dr. Ernest M. Hopkins, president of Dartmouth College, in a recent address before the Commonwealth Club in San Francisco denounced amateur athletes who trade their fame for money, and college alumni who bring professionalism and liquor to college homecomings. "No man has a right to purport to be an amateur, receiving the acclaim accorded to amateurs, and at the same time to be paid for his services," Dr. Hopkins declared.

College Gives Farmers Hints

The University of New Hampshire is issuing a wide range of advice to the farmers of the state. E. D. Fletcher, forestry specialist, propounds the question: "Why not plant a house for your children?" He points out that an acre of spruce trees planted now will develop in forty years into at least 12,000 board feet of lumber, and a half-acre planted to pine in the same year will produce 15,000 feet for the finish. E. P. Robinson, county agent leader, warns all farmers planning to seed alfalfa or other legumes this year to order early the necessary lime for sweetening the soil. The university extension service tells the poultrymen that in the face of increasing competition they must not have any loafers in their flock if they want to end the year with a profit. Matching chickens is advised for about April 15 in order that they may come into egg production by October 15, the beginning of peak price time.

WINSTON

Old Friends

THAT ARE NOW READY TO MEET YOUR PUPILS

LITTLE WOMEN

UNABRIDGED EDITION

This is the first complete edition ever published for school use at a popular price.

ANDERSEN'S FAIRY TALES

These two titles are now part of the universally famous series

THE WINSTON CLEAR-TYPE

POPULAR CLASSICS

Each of the fifteen titles in this series is a beautiful book. The type is large, the covers are inviting, and the full-page illustrations in color give added attractiveness. The price of these supplementary readers is remarkably low.

THE JOHN C. WINSTON COMPANY

Executive Offices and Manufactory, Philadelphia

1006-1016 Arch Street 623-633 S. Wabash Ave.
PHILADELPHIA CHICAGO
DALLAS SAN FRANCISCO ATLANTA

FOR TEXTBOOKS

The Perry Pictures

Reproductions of the World's Great Paintings

Sir Galahad Watts

CATALOGUES

Send 15 Cents for 64-page Catalogue, containing 1,600 miniature illustrations.

ONE CENT SIZE
3x3½. For 50 or more.

TWO CENT SIZE
5½x8. For 25 or more.

TEN CENT SIZE
10x12. For 5 or more.

Send 50 Cents for 25 Art Subjects or 25 for children.

BIRD PICTURES IN NATURAL COLORS

Birds, Flowers, Insects, Minerals, etc. 7x9. Three Cents Each for 15 or more. Send 75 cents for 25 Common Birds with a brief description of each.

LARGE PICTURES FOR FRAMING. ARTOTYPES

Size 22x28, including the margin. $1.00 Each for 2 or more; $1.25 for one.

Send $2.00 for Sir Galahad and The Gleaners.

The Perry Pictures Co.

BOX 14, MALDEN, MASS.

The BOOK TABLE

THE BEST SHORT STORIES OF 1925 AND THE YEARBOOK OF THE AMERICAN SHORT STORY. Edited by Edward J. O'Brien. Cloth. 450 pages. Boston: Small, Maynard and Company.

For ten years Edward J. O'Brien of Boston has issued (Small, Maynard and Company) a volume of "The Best Short Stories," a service that has been an inspiration to those seeking skill in the art of short story writing. This volume has twenty short stories from the Reviewer, the Century Magazine, the Transatlantic Review, the Pictorial Review, the Calendar of Modern Letters, Harper's Magazine, the Atlantic Monthly, Liberty, Collier's Weekly, and the London Mercury.

The Yearbook of the American Short Story occupies 125 pages, or one-third of the volume. This Yearbook publishes a list of about one hundred periodicals and about as many books of Short Stories published in 1925. There is also a list of magazines, American and British, that buy short stories. There is a Biographical Roll of Honor of about one hundred American Short Stories, thirty foreign Short Stories in American magazines and ten translations in American magazines. There is a list of nine Best Books of Short Stories by American authors, twenty by British and Irish authors, and ten Books of Translations.

There is a list of sixty volumes of Short Stories published in the United States in 1925, thirty by British and Irish authors, and thirty volumes of Translations.

There is a list of fifteen hundred articles on the Short Stories that have been published in the last ten years.

THE BRANOM PRACTICE TESTS IN GEOGRAPHY. By M. E. Branom, Harris Teachers College, St. Louis. Perforated sheets 8 by 10 inches. New York: The Macmillan company.

Perforated tablets are already in use in many subjects, and their popularity justifies the expectation that their use will be largely extended. This use of tablets for geography tests is an important departure. It is so simple that the wonder is that geography was not one of the first ventures in this line of testing.

There are various kinds of tests. We select New England as an example.

Exercise One—Physical and Social Facts:—

Name the largest city of New England.
In what city is Harvard University?
In what city is Yale University?
What city is known for its looms and wire?
What city, on Buzzards Bay, is known for cotton mills?
What city is known for the making of paper from rags?
Which state quarries the most marble?
Which state quarries the most slate?
Which state has the most people?
Which state has the most people per square mile?
Which state leads in the fishing industry?
Name the highest mountain peak of New England.
Name the longest river of New England.
What island has a National Park?

Exercise Two—Cities, Products, Activities:—

There are twenty New England cities in groups of five. This includes important industrial and other characteristic cities that have national prominence. After each city place the figure before that for which the city is especially known.

Any pupil that can pass these tests promptly certainly knows these phases of New England geography, and if he has been well taught he can pass these tests.

From every point of approach Mr. Branom has made a notable contribution to the effective study of geography. No school official can afford not to know how admirable this new scheme is.

SOCIAL GUIDANCE. Published by Cleveland Teachers Federation.

We know of nothing to compare with "Social Guidance in Cleveland High Schools." Of course much of the material runs along well established lines, but even that is particularly well done, but that which gives the book inestimable value is the Numerical Estimates by Pupils on Some Personal Relationships and Modes of Conduct. The reports are by grades VII to XII.

Out of twenty-eight books read how many read because of the teacher's influence? How many would look down on pupil who loafed? On pupil untidy in dress and in person? On pupil of vulgar speech?

How many would tell on a cheater in examination if asked by teacher? If a friend? If not a special friend? If he had taken an honor pledge?

How many have chosen life work? Belief in cliques of students? In prizes?

Who helped most to choose vocation? Teacher 140, parents 94, mother 45, father 28, a friend 30, a relative 16, brother or sister 15, myself 14, person in whose vocation he chose 7, circumstances 6, "Vocational Guidance" 3, school subjects 3, a book 3.

Effect of honor prizes: Incites to greater effort 342, creates jealousies and envies 106, discourages losers 62, makes winners snobbish 10.

Favors self-government: Develops responsibility 166, trains for citizenship 114, makes pupils more honorable 21, creates greater interest in school 18.

Don't believe in self-government: Lack experience and capacity 31, pupils take advantage 26, politics, favoritism and snobbishness 9.

There are twenty-five ways in which "another pupil has helped most." Twenty ways in which the most helpful teacher has helped most.

Teacher has been the most helpful factor in student life 168, a book 58, Sunday School 47, church 45, girl friend 43, boy friend 41, athletics 39, punishment 26, mother 84, father 8.

There are many other reports of surpassing interest.

EVOLUTION, GENETICS AND EUGENICS. By Horatio Hackett Newman, University of Chicago. Cloth. 639 pages (6 by 9 inches). University of Chicago Press.

In days of stress and strain of truth and tradition it is eminently important that there is a master mind that is religious and scientific, that knows truth when it is as clear as the light at mid-day, and has no fear that truth can disturb faith, that is confident that search for truth is as religious, to say the least, as search for trails in tradition.

Scientists can be as fanatical as theologians, and scientists can be as religious as theologians.

Science cannot be irreligious and religion cannot be unscientific. Religion can no more fear truth than mid-day can fear the twilight of the morning or the evening, for the sun makes both.

Horatio Hackett Newman is spiritually scientific and scientifically spiritual. No man's religion will be static while he hears the scientific message of "Evolution, Genetics and Eugenics" broadcast.

If one thinks that his religion is confused by science he may be sure that his amplifier of truth is not amply religious.

This is a wonderful book, which comes at a time that it is needed.

ESTABLISHED 1869

Millions of School Books

DEPEND ON HOLDEN BOOK COVERS

BECAUSE

The Famous Holden Unfinished Leatherette Material is made to Withstand Wear, Friction and Weather, and is Sanitary, Waterproof and Weatherproof.

(SAMPLES FREE)

THE HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

As the Printer Saw It

"See here," said the angry visitor to the reporter, "what do you mean by inserting the derisive expression 'Applesauce' in parentheses in my speech?"

"'Applesauce?' Great Scott, man! I wrote 'Applause.'"—Boston Transcript.

He Said It

"Is there a word in the English language that contains all the vowels?"

"Unquestionably."

"What is it?"

"I've just told you."

Their Poor Choice

Little Pearl— "Mamma, if I get married, will I have a husband like papa?"

Mother—"Yes, dear."

Pearl—"An' if I don't marry, must I be an old maid like Aunt Jane?"

Mother—"Yes, dear."

Pearl—"Mamma, we women don't get many chances in this world, do we?"

The Law of Averages

A school principal riding on a Pullman asked the porter what was the size of the average tip. The porter said a dollar. The principal handed him a dollar. The porter, very much pleased, said: "Boss, you is the first one who ever came up to the average."

Good Physiology

Youngster (aged 10)—"We have a dumb girl in school. The teacher in hygiene asked her where digestion took place and she said in the Panama Canal."

Father—"Well, where does it take place?"

Youngster—"Why, in the complementary canal."—Exchange.

The Lion and the Lamb

An examination was proceeding in the classroom.

Inspector—"Can any boy tell me what comes in like a lion and goes out like a lamb?"

Silence prevailed for a few minutes, then a piping voice from the back: "Our landlord, when he gets the back rent."—Leicester Chronicle.

Wm. B. Ittner, Inc.

Board of Education Building, St. Louis, Mo.

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

ADDEN & PARKER

177 State St., Boston

ARCHITECTS ENGINEERS

SCHOOL BUILDINGS

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY Dept. 77, Chicago *for* FREE EYE CARE BOOK

MURINE FOR YOUR EYES.

TEACHERS AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 402 Dillaye Bldg.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 210 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Berkeley, Cal., 2161 Shattuck Ave.
Los Angeles, Cal., 548 So. Spring St.

Send for circular and registration form free.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager

120 BOYLSTON STREET, BOSTON

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published weekly at Boston, Mass., for April 1, 1926.

State of Masachusetts, County of Suffolk, ss.

Before me, a Justice of the Peace, in and for the state and county aforesaid, personally appeared Isobel R. Lay, who, having been duly sworn according to law, deposes and says that she is the Business Manager of the New England Publishing Co., and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:—

Publisher—New England Publishing Company, 6 Beacon street, Boston.

Editor—A. E. Winship, 46 Shepard street, Cambridge, Mass.

Associate Editor—A. W. Belding, 277 School street, Watertown, Mass.

Business Manager—Isobel R. Lay, 60 Dartmouth street, Somerville, Mass.

2. That the owners are:—

New England Publishing Company, 6 Beacon street, Boston; A. E. Winship, 46 Shepard street, Cambridge, Mass.; Loella R. Winship, 46 Shepard street, Cambridge, Mass.; Laurence L. Winship, South Sudbury, Mass.; A. W. Belding, 277 School street, Watertown, Mass.; Isobel R. Lay, 60 Dartmouth street, Somerville, Mass.; Mrs. Alonzo Meserve, 87 Linden street, Allston, Mass.

ISOBEL R. LAY,
Business Manager.

Sworn to and subscribed before me this 13th day of March, 1926.

MYRON E. PIERCE,
Notary Public.

(My commission expires July 12, 1930.)

HANDWRITING EFFICIENCY

Study closely, digest mentally and follow exactly in practice and teaching the easily comprehended instructions in the

PALMER METHOD RED MANUAL

THE PALMER METHOD OF BUSINESS WRITING

and you and your pupils will soon learn and find joy in

RHYTHMIC MUSCULAR MOVEMENT HANDWRITING

If thoroly mastered **Palmer Method Penmanship** is as plain-as-print when written hour after hour at commercial speed without physical strain.

We continue to offer FREE NORMAL COURSES BY CORRESPONDENCE to all teachers whose pupils have been supplied with our manuals. One copy of the SELF-TEACHING PALMER METHOD (red covered) MANUAL sent postpaid for twenty-five cents. Address our nearest office.

THE A. N. PALMER COMPANY

53 Fifth Avenue, New York City
2128 Calumet Avenue, Chicago
Pittock Building, Portland, Oregon
Palmer Building, Cedar Rapids, Iowa

EMERSON College of Oratory

HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean
HUNTINGTON CHAMBERS BOSTON, MASS.

THE ARLO BOOKS

READING—INTERPRETATION—EXPRESSION

ARLO goes to England this month to attend the meetings of the British Educational Association. He has done much traveling during the past ten years, but this is the first time that he has gone to visit the schools of a foreign land.

While he is gone, we are expecting to surprise him with the best Spring of business ever known to **THE ARLO BOOKS.**

Are you in need of any of the following:—

BUSY BUILDERS	.45	DAN'S BOY	.60
ALLSPICE	.55	ANITA	.65
CLEMATIS	.60	WHO KNOWS	.50
ARLO	.55	PATHWAYS	.80

BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY

NEWTON UPPER FALLS, MASS.

BOSTON PUBLIC SCHOOLS

EXAMINATIONS FOR CERTIFICATES OF QUALIFICATION FOR EVENING SCHOOL SERVICE.

SATURDAY, APRIL 10, 1926

At the Teachers College, Huntington avenue, near Longwood avenue, at 9 o'clock, A. M.

XI. Special: Certificates Valid in Evening Schools.
For teachers in evening high schools of
(a) Bookkeeping, Commercial Geography and Commercial Law.
(b) Phonography and Typewriting.

XVII.-A. Evening School Limited.
For teachers of industrial subjects in evening elementary schools and in day practical arts classes organized by the director of evening schools.

XVII-B. Evening School Limited.
For teachers of English and citizenship in evening elementary schools.

For eligibility requirements and subjects of examination for the above-named certificates, apply to the undersigned.

TYPEWRITING MACHINES.

Typewriting machines will be available at the examinations for the use of candidates who are to be examined in typewriting. Those who wish may furnish their own machines, and should send them, carefully marked for identification, to the High School of Commerce building, Avenue Louis Pasteur.

JOEL HATHEWAY,
Chief Examiner,
15 Beacon street, Boston.

Meetings to Be Held

APRIL

1-2-3: Alabama Education Association, at Birmingham. R. W. Cowart, secretary, Montgomery.

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

15: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

22-23: Wisconsin Association of Directors, Madison. A. G. McCreary, secretary, Beloit High School Building, Beloit, Wisconsin.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

JUNE

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

28-July 4: National Education Association, Philadelphia, Pa.

SEPTEMBER

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, B. J. Burris, secretary, Muncie, Indiana.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

NOVEMBER

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa.

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

DECEMBER

27-Jan. 1, 1927: Linguistic Society of America, Cambridge, Mass. R. G. Kent, secretary, University of Pennsylvania, Philadelphia, Pa.

FRANK IRVING COOPER CORPORATION

ARCHITECTS ENGINEERS

Specializing in Schoolhouse Planning

172 Tremont St., Boston, Mass.

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY

DISCRIMINATES IN SELECTION
RECOMMENDS WITH EMPHASIS
FOLLOWS UP TEACHERS PLACED

Prompt and Careful Response to Inquiries. **Free Registration**

BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY

40TH YEAR

25 E. Jackson Boulevard, Chicago
437 Fifth Ave., New York.
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.

TEACHERS WANTED especially those desiring **Promotion.** Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN ::: TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address H. S. Kellogg, 31 Union Square, New York.

SCHERMERHORN TEACHERS' AGENCY

Established 1855

366 FIFTH AVENUE
New York City
Charles W. Mulford, Prop.
BRANCH OFFICES:
1386 Euclid Avenue
Cleveland, Ohio
406 Union Trust Building
Pittsburgh, Pa.

A superior agency for superior people. We register only reliable candidates. Services free to school officials.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.

SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY

We have unusual facilities for placing teachers in every part of the country.

6 Beacon St. . . Boston, Mass.

ALVIN F. PEASE, Manager

Long Distance Telephone

Member of National Association of Teachers' Agencies